



Pupil Premium Three Year Strategic Plan

Updated September 2020

Laurus Ryecroft



The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2020 – 2021 academic year:

- Pupils in years 7 to 11 recorded as Ever 6 FSM £935
- Looked-after children £2300 (Via the relevant virtual school head (VSH))
- Children who have ceased to be looked after by a local authority £2300
- Pupils recorded as 'Ever 6 Service Child' £300

For the 2020-2021 academic year Laurus Rycroft are estimating the following Pupil Premium funding:

Number of students eligible (as of September 2020)

	Number of students eligible	Funding
Year 7	58	£56,025
Year 8	40	£41,495
Year 9	38	£39,625



Pupil Premium Plus

The 2018-19 conditions of grant for the Pupil Premium state that:

‘The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child, and used without delay for the benefit of the looked-after child’s educational needs as described in their personal education plan.’

The Pupil Premium Plus Grant for 2020-21 is **£2300**. Given that we deal with a number of different Local Authorities concerning our *Looked After Children*, it is becoming increasingly clear that policy and procedures for accounting for this spend will differ. **Furthermore, we will not, in some cases, receive the full amount.** Therefore, although all LAC will benefit from the interventions outlined in this budget, we may need to adjust our budget figures depending on the amount released by each Local Authority. Interventions will be decided during the completion of the PEP and will be based on the individual needs of each LAC. This money is to be used on top of, rather than an extension of, our universal provision. Whilst each LEA is working with slightly different core principals, the following are most commonly quoted in each relevant policy document:

The Pupil Premium Plus will be used to improve education outcomes for looked after children in the following areas:

- Academic achievement and attainment
- Developing skills via the broader curriculum (e.g. participating in skill stretching programmes)
- Attendance – including difficulties leaving a parent in the morning and school refusal.
- Inclusion [by reducing internal and external exclusion]
- Transition between Key Stages or from school-to-school during placement changes
- Providing mental health support where this affects learning and behaviour, for example, overcoming the effects of attainment and developmental trauma. For example, anxiety, self-regulation and support during unstructured times of the school day.

The impact of this spend will be detailed in each PEP (throughout 2020/21).

We intend to use the same evidence, detailed in the following pages, when working with relevant authorities to decide on each PEP.



Deciding on our 2020-2021 Budgeted Pupil Premium Spend

At Laurus Ryecroft, we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2020-1, we have carefully identified ways in which we are budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, we will continue to access and review the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- *'The Pupil Premium, how schools are spending the funding successfully to maximise achievement.'* OFSTED (2013).
- *'The Pupil Premium, how schools are using the Pupil Premium to raise achievement for disadvantaged pupils.'* OFSTED (2012).
- *'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).*
- *'A guide to Effective Pupil Premium Reviews by the Teaching School Council.'* (2018)
- *'The EEF guide to the pupil premium'.* (2019)

Thirdly, we look to compare our cohort to other similar schools:

<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there is a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.



- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

In a relentless drive to deliver and highlight **impact** we have extended and enhanced our checking procedures. The budget and review process operates through a thorough checking and analysis process that involves a Senior Leader trust governor with responsibility for Pupil Premium. Through a series of '*challenge*' meetings we have identified local needs and put these against the known '*best practice*' outlined in those documents and sources mentioned above.

Local context and barriers

Laurus Ryecroft serves a very polarised cohort. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data). With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. Our polarised cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations and prior attainment. Some of our brightest and most talented students form part of our Pupil Premium Cohort. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Head of Year, House Coordinator, and Leadership Link to identify emerging needs and deliver interventions.

At the same time, we use evidence that points us towards four broad barriers in the Tameside area:

- (A) Family history of reduced engagement with school life such as attendance at parent consultation evenings
 - (B) No family history of tertiary education and with this a lack of aspiration towards attending leading universities
 - (C) Engage with electives and extra-curricular activities
 - (D) Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.
- All of our strategies can be linked to these local issues. We have carried out considerable research into the location of the homes of our cohort. We think that this is important given the polarised nature of our intake and our catchment area. By using freely available software to map the geography of our Pupil Premium cohort we can carry out a full analysis of progress and attainment on exit. We are yet to identify any obvious patterns within our Pupil Premium cohort. We cannot, however, make a clear link between this and attainment.



Core Targets for the next three years

At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at teaching and learning. We also invest heavily in our recruitment and retention as well as supporting early career teachers.

By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to make positive progress with all students at Laurus Ryecroft. We aim to identify skills gaps, and address them, as early as possible. Therefore, during the academic year we will increase, even more, our provision and interventions (when needed) at Key Stage 3. However, following a review of our 2019-20 plans, we have also identified the following additional targets (local issues) that we endeavour to improve through use of the Pupil Premium Grant.

When comparing our Pupil Premium and Non-Pupil Premium cohort there will be:

1. No significant difference in the progress made between students at each foundation stage level, in each subject area.
2. No difference in the engagement of PP and non-PP students in House activities and electives.
3. No child is prevented from accessing opportunities due to their financial background.
4. No persistent absenteeism or gaps between PP and non-PP student attendance.
5. No difference in the homework completion rates of PP and non-PP students.

Detailed Proposed spend

Desired outcome	Strategy	Reason for intervention	Explanation
All PP students meet or exceed targets as a result of quality first teaching.	Focus on Feedback as part of quality first teaching and learning (ARC, CPD and SDP).	Best Practice (EEF +8 months)	Relentless push for quality first teaching and learning. Ensure that CPD and SDP focuses on quality first teaching and learning. Development of ARC and further CPD to focus on the quality of feedback as part of quality teaching across the school.
All PP students meet or exceed targets.	Focus on Metacognition and self-regulation.	Best Practice (EEF+7 months)	Teaching staff will be supported (through our CPD model) to learn and understand metacognition and self-regulation approaches. These strategies will also form part of the content delivered to parents through support evenings and will form the core themes of intervention provided by the Head of House team.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Pupil Premium Champion on Leadership Team	Best Practice	Champion the cause of PP students, challenge the strategic direction of the school (with PP in mind), track progress and act fast to close any emerging differences. Lead other champions (when in post) and the Head of House. Link with the governing body concerning the spending of the Pupil Premium. Ensure that every child is known by every member of staff.
There is no difference between the attendance of PP students and other students.	Non-Teaching member of staff with focus on FSM attendance. Review and purchase of new rewards.	Best Practice and Local Barrier	Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact. Non-Teaching Head of Year will make initial contact. Review of data tracked and actions put in place. Specific intensive intervention where attendance takes a 2% hit or is below 98%.

There is no difference between the attendance of PP students and other students.	Head of Year to focus on PP attendance.	Best Practice and Local Barrier	All PP students will have a return to school meeting with their Head of Year if they have been absent from school.
There will be no difference in participation rates of PP students when compared to other students.	Head of House with focus on progress and attainment.	Best Practice and Local Barrier	Ensure that every PP student is known and that their progress is tracked. Tackle any emerging needs. Increase the number of PP students who participate in House activities. Set a model of high expectation.
Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes.	Entheos and Dream Believe Achieve.	Best Practice	Increase the aspirations of all students and ensure that PP students have the independent careers advice that they need. Increase exposure to people from different careers and routes. Ensure students have financial education.
All PP students will be fully equipped to achieve in English and Maths.	Staffing levels within English and Maths increased to allow for additional support.	Best Practice (EEF +4 months)	Small group Intervention classes most days focusing on PP students identified as needing additional support in literacy and numeracy.
All PP students will develop excellent behaviours for learning.	Targeted intervention.	Best Practice (EEF +5 months)	Target PP students to build habits of practice and perseverance and part of tutor time interventions. Also allows for smaller specialist tuition where and when needed and in response to progress checks.

No child will be disadvantaged because of their background.	Personal Equipment.	Best Practice	(1) Specialist IT equipment. (2) Personal Text Books and revision materials. (3) Maths set. (4) PE equipment. (5) House Team kit. (6) Technology equipment.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Focused intervention from a specialised member of staff.	Best Practice	LSAs are given a specific focus to support their assigned faculty with development of resources. They will be given a specific role for targeting PP students of lower ability. Where appropriate they will also act as mentors.
The differences in progress and attainment that already exist on entry will be eradicated as soon as possible.	Specialised catch up programmes including Tic, Tac, Toe	Best Practice and Local Barrier (EEF - Sports Participation +4 months)	Allows for one to one tuition based around physical activity. Small group tuition from Maths and English specialists when needed.
No child will be disadvantaged because of their background.	Music Tuition and 1:1 tuition. Sports Leaders.	Best Practice and Local Barrier (EEF +5 months)	Data used to increase the number of PP students involved in extracurricular and electives.
No child will be disadvantaged because of their background.	Study Visits.	Best Practice and Local Barrier	No child will be disadvantaged because of their background.
No child will be disadvantaged because of their background.	Breakfast Club.	Best Practice	Students will have access to a breakfast club where specialist staff are on hand to give support.



No child will be disadvantaged because of their background.	Intervention and transition with primary schools	Best Practice	Working with PP students identified as being below their peers as part of their transition in the summer term. Additional transition visits and parental meeting to support a smooth transition.
No child will be disadvantaged because of their background.	Summer reading programme	Best Practice	Ensure every child has received a book over the summer holidays



Review and tracking process

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At Laurus Ryecroft this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of **'progress checks'** which in turn allows middle and senior leaders to make informed choices. We have a relentless drive to continually improve and enhance the quality of our teaching and learning.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body. Progress checks form the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending:

	Day to Day short term	Medium Term	Longer Term
Staff and/or positions involved:	<p>HOH meet on a weekly basis with AHT and DHT to review and plan interventions.</p> <p>HOH link with departments and HOY to track and review interventions.</p> <p>Reports made to HT and rest of SLT at weekly SLT meetings.</p> <p>SIMS used to report attendance and behaviour issues. Staff track on a daily basis and report to HOH through relevant link. HOY and SHOY intervene with set procedures concerning attendance.</p>	<p>Progress Checks are collected across the school in line with the assessment calendar. These are reviewed at all levels from class teacher through to HoS. DHT (FSM) specifically looks at FSM. All subjects receive reports and progress and attainment of FSM students.</p> <p>AHT and DHT report to HT.</p> <p>Directors of Core report to DHT and HT on matters concerning staffing.</p> <ul style="list-style-type: none"> • PM and appraisal process. • 'Fireside' meetings. • Progress Meetings. 	<p>AHT and DHT draw up plans from shared strategic vision with HoS.</p> <p>SLT track and monitor national trends and developments to measure and inform interventions at Laurus Ryecroft</p> <p>SDP informs department and faculty DP which then, in turn, inform budget plans and proposed interventions.</p> <p>Full review of data carried out of data with and by the DHT who reports to departments. Whole school data tracked back to interventions.</p>
Notes:	<p>Some interventions (usually ad hoc) take place outside of this process. These are tracked by the AHT who links with the relevant member of staff.</p>	<p>Pupil Premium reports and spending previews are presented to the Governors Monitoring Committee who then report to the full governing body.</p>	<p>Annual Report provided to the governors and published on the school website.</p>



English and Maths Catch Up Premium:

The literacy and numeracy catch-up premium provides schools with an additional £500 for each year 7 pupil who did not achieve at least <100 in reading and/or maths at the end of key stage 2. In January 2013, David Laws, the Minister of State for Schools, wrote to headteachers of year 7 pupils about the year 7 catch-up premium and how this money should be used. Schools are asked to assess the needs of the individual pupils in their institution and decide the best way to use the funding.

However, as a new school, legislation states that Laurus Ryecroft will receive a fixed grant. This grant is based upon the percentage of students within our local authority who are below a KS2 score of 100 in maths or English¹. This legislation also states that schools are required to select programmes and approaches, which either have been proved effective, or are showing early promise.

Therefore, Laurus Ryecroft will use this grant to support catch-up in the following ways:

- Individual tuition in addition to classroom teaching.
- Intensive small-group tuition.
- Purchasing external services and materials to add to those provided by the school, for example tutor services or proven computer-based learning or online support.
- Summer or holiday schools to deliver intensive catch-up over a short period.

¹ <https://www.gov.uk/government/publications/year-7-catch-up-premium-2017-to-2018/year-7-catch-up-2017-to-2018-conditions-of-grant>



English Interventions and impacts

During the 2020 – 2021 academic year the following interventions may be put in place:

- KS2 Reading level deemed to be significantly below cohort average – breakfast club intervention, alongside sports mentoring programme.
- Accelerated Reader: KS2 significantly below (<100) – withdrawal for intensive support with specialist Learning Support Service staff.
- Grammar, Punctuation and Spelling booster sessions for targeted pupils during lunch times.
- In-class intervention by Teaching Assistants during the summer term, to plug gaps in knowledge.
- Tutor time literacy sessions once a week, with specialist resources aimed at improving pupils' basic literacy levels.
- Literacy evening to support students and parents.

Maths Interventions and impacts

During the 2020 – 2021 academic year the following interventions may be put in place:

- KS2 students achieving a low KS2 score (<100) to receive normal maths tuition in small group taught by a maths specialist; practical apparatus to be purchased for these groups.
- Provide extra maths support before school, alongside breakfast and sports mentoring.
- Intervention homework set using <https://www.mymaths.co.uk/> and also <https://vle.mathswatch.co.uk/vle/> (licence required for both) following from assessments and consolidating work completed in class.
- Preparation and practice text books issued for new Year 7 cohort with regular consolidation opportunities, as directed by class teachers.
- Additional Numeracy once a week in small target group.
- Numeracy evening to support students and parents